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ABSTRACT

Vietnam's program for elementary education is described in this study. Chapter One discusses the educational system in terms of its history, the general school system, education management bodies, management of Level I general education schools, training teachers of Level I general education schools, future tasks in teacher training, supervision and inspection bodies, supervision and inspection activities in Level I schools, popular means of communication, school equipment, and capital invested for Level I schools. Focusing on access to education, Chapter Two discusses equality in universalization of primary education, demand for and supply of teachers for primary education, supply and training of supervisors, and goals and objectives of primary education. Ethnic minority areas are discussed in Chapter Three. Specific attention is given to causes of pupils' unfinished studies, drop-outs and population education, special education, and the universalization of primary education for the over-age-group population. (RH)

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ED274456

Towards Universalization of Primary Education in Asia and the Pacific

Country Studies

SOCIALIST REPUBLIC OF VIET NAM

PS 016080

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China	Philippines
India	Republic of Korea
Indonesia	Socialist Republic of Viet Nam
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Preface

Universalization of primary education (UPE) is one of the major priority goals of countries in the region of Asia and the Pacific. The developing countries in particular, are now vigoriously engaged in the formulation and implementation of policies, plans and programmes aimed at making adequate and suitable opportunities for primary education available as soon as possible for all children and young people.

In 1983, as part of a major project under the Asian Programme of Educational Innovation for Development (APEID) on the Universalization of Education, 12 countries in the region undertook national studies. The national studies were conducted to analyse the stage reached by the countries in UPE, and the problems encountered by them in providing educational opportunities to all children at the primary level; to review significant new and current developments in programmes and projects which the countries have undertaken in order to expand and improve primary education; and to contribute to achieving the target of primary education for all children. The studies were conducted by national institutes and professional groups under the guidance of high level committees of the Ministries of Education in the respective countries.

On completion of the national studies, a Regional Review Meeting was held in November 1983 which undertook an in-depth analysis of the methodologies of the national studies and examined their findings. The meeting also made suggestions for improving and updating the national studies tabled for review.

Following the recommendations of the review meeting, study teams in the participating countries have revised and updated the national studies. The present publication is an outcome of the collaborative and co-operative efforts of the member countries in understanding the progress made in the universalization of primary education, the nature and extent of problems and issues and their implications for achieving UPE in the region before the end of this century.

This series which provides a comparative view of the position of and progress made in UPE has been published with the view that tha countries in the region, in their bid to step up measures for UPE, will find the information, experiences and conclusions useful in pursuing the goal of 'education for all' with a new vigour by drawing on the experiences of other countries with the same goals and objectives.

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Chapter One

THE EDUCATIONAL SYSTEM

A historical sketch

In 1945, at the first session of the Cabinet Council, President Ho Chi Minh proposed a literacy campaign and three important decrees on education were signed by the Government:

a) Decree No 17S/L on forming a Complementary Education Department responsible for adult education;

b) Decree NO 19S/L on opening complementary classes at every village; and

c) Decree NO 20S/L on compulsory learning of Vietnamese, free of charge, so that every Vietnamese from 8 years old would, within one year, know how to write and read Vietnamese.

The literacy campaign involved voluntary participation of all strata of people comprising school pupils, students, workers, government employees, writers, actors and actresses, intellectuals, priests and Buddhists. Literacy courses were opened everywhere for people of all ages. Together with the literacy campaign, universities, colleges and vocational schools were opened, and new methods of learning and teaching were introduced.

In order to supply schools with enough teachers, all those previously working at universities, colleges, or secondary schools were assigned a teaching job. Many experienced primary school teachers were promoted to be teachers of secondary school with an appropriate job at the beginning classes. The old curriculum was followed with some corrections and Vietnamese was used as the teaching medium in primary and elementary schools, and later in 1950 it was used in universities and colleges.

The new education system consisted of three levels: primary, secondary (with junior high classes of four years, and special secondary

classes of three years), and university. Free education and free enrolment for all children from 7-13 years of age were also established.

In 1950, the Cabinet Council adopted the draft educational reform aiming at establishing a people's democratic education based on three principles: national, scientific, and popular, and abolishing everything from the old education system.

The new educational nine-year schooling system consisted of three levels, while further education comprised a two-year preparatory course.

There was a basic change in the content of education. Foreign languages, painting and music were not introduced for conditions were not favourable, but some new subjects were included in the curriculum such as news-politics and labour production. Stress was laid on revolutionary literature, history of the Vietnamese Revolution, and geography of Viet Nam. More practice lessons were added to subjects of natural sciences while lessening the theoretical ones, and keeping close to the reality of production and national defence. Nursery classes were opened for children of 6 years of age in 1952 to improve the educational quality of Level I. They were taught to read and to write in preparation for primary education.

As the school population grew quickly, more schools were opened; especially primary schools. At every village there was at least one. Many of these schools were set up by the people. Since 1954 most of the primary teachers and then a number of teachers of Level II education were passed on to the people for their up-keep. This helped general education to develop all the more quickly. The following figures from North Viet Nam only, may serve as an illustration:

	Level I			Level II			Level III		
Year	*Schools*	*Teachers*	*Pupils*	*Schools*	*Teachers*	*Pupils*	*School*	*Tea.*	*Pup.*
1945	3,010	5,552	178,683	–	–	–	–	–	–
1955	4,128	16,013	654,722	338	1,595	55,608	29	252	5,755

The liberation of South Viet Nam ushered in a new era for the Vietnamese revolution; The whole country advancing toward socialism. Together with the building of a new education, literacy and complementary courses were opened for working people, cadres and youths. Elementary and nursery classes were formed everywhere. In order to meet the ever-growing demand of the people, teacher's training schools were increased and education management reorganized.

The old educational 12-year schooling system was temporarily used, but textbooks and curriculum were replaced. Schools were opened for working people and their children, in the countryside, mountains and new economic resettlement zones. Teachers, including those who had served in the old regime, were employed by the people's government. Private schools were made public. A refresher course programme of politics, teaching methods and developing specialities was held every summer so that education in the North as well as in the South soon became unified.

In 1979, a resolution on reformed education was passed, which included the universalization of education for people in order to promote production, culture and ideology and science and technology.

General school system

The present system consists of two levels (not including kindergarten and infant classes, which are preparatory courses.) These are basic general schools with nine years of learning and secondary general schools (three years). Kindergartens receive children from two months to 36 months old. Infant classes receive children from three to six years old.

Children enter basic general schools when they are six years old. There is a five year programme followed by a four year programme. The task of the basic general schools is to provide a broad education for pupils so that they may acquire a relatively complete general knowledge to become capable of doing labour work, choosing a career on their own and fully preparing for labour production, social activity and vocational training or for further study in different ways.

Secondary general schools comprise three years of learning from Form X to Form XII. The task of these schools is to complete the general education knowledge of pupils who have finished basic general education. Secondary general education school leavers may enlist in universities, colleges, vocational schools or skilled worker's training schools with a higher requirement of educational standards, or may participate in labour production.

There is another type of school called 'work-and-study secondary general education school' with a curriculum similar to that of the secondary general education school, but emphasis is laid on technical and labour production lessons.

For adults who cannot go to a formal secondary general school there are complementary education schools comprising in-service and part-time. Complementary education is aimed at three levels of knowledge:

a) *First level.* Complementary classes provide Level I general education with a view to consolidating and enhancing learners' knowledge and enabling them to solve everyday life problems. The curriculum consists of 600 periods, 315 of which are for Vietnamese, 253 for mathematics, and 30 for general science.

b) *Second level.* An education equivalent to that of Level I general education is provided for learners, but with a bias on general technology, production techniques and application of the knowledge acquired to everyday life; and

c) *Third level.* The curriculum is equivalent to that of secondary general education schools but with some modifications and simplifications. More practice lessons and application of technology are added.

Education management bodies

At the central level the following organizations are responsible for administration and management of general education together with the Minister of Education.

Pre-school Education Department. Responsible for the administration, management and inspection of nursery education, for research on nursery education and for opening refresher courses for

Table 1. The system of general education

Age			*Form*
17			XII
16	SECONDARY GENERAL EDUCATION SCHOOL		XI
15			X
14			IX
13	BASIC	LEVEL I	VIII
12	GENERAL		VII
11	EDUCA-		VI
10	TION		V
9	SCHOOL		IV
8		LEVEL II	III
7			II
6			I
5	NURSERY AND INFANT CLASSES		
4			
3			
2	KINDERGARTEN		
1			

teachers, for the development and bettering of the quality of nursery education;

Board of Nursery Education Research and Reform. Responsible for research and reform on the content and methods of nursery education;

Level I-II Education Department. Responsible for administration and inspection on educational work of Level I-II schools;

Secondary General Education Department. Responsible for administration, management and inspection of Level III schools;

Complementary Education Department. Responsible for administration, management and inspection of complementary education in order to improve the quality and develop the movement;

Board of Complementary Education Research and Reform. Responsible for research on and reform of the contents and method of education.

Political Education Department. Responsible for political education and promotion, for all education personnel;

Department for further Education and Training. Responsible for research, management and inspection of further education and training for teachers and management cadres, for management of teacher's training colleges and universities;

Department for Research and Reform on Teacher's Training. Responsible for research on the content and methods of teaching and training at teacher's training schools.

National Institute of Educational Science. Responsible for research on theoretical and practical problems relating to psychology, pedagogy, content and methods of education, school management and administration, school regulations, equipment and sanitation;

Educational Publications Office. Responsible for printing and publishing books on education, compiling textbooks, reference books, teaching guides... and for library activity;

National Corporation of School Equipment. Responsible for production and supply of school equipment, and for guiding schools in using or making equipment.

Central Board of Educational Inspectors. Responsible for the supervision and inspection of the implementation of educational policies and regulations, in order to enhance cadres' sense of responsibility and discipline;

Educational Personnel Board. Responsible for problems concerning employment of teachers and education cadres, and wages;

Planning and Financial Department. Responsible for problems concerning planning, statistical data, finance, and material for construction.

People's Teacher's Newspaper Office. A mouthpiece of the Ministry of Education, responsible for editing and publishing a newspaper called People's Teacher' aiming at heightening cadre's idealogical and political understanding; and

'Educational Research' Magazine. Under direct control of the National Institute of Educational Science, responsible for editing and publishing the magazine's monthly issue.

At provincial level or cities placed under direct control of the central Government

In every province there is a Provincial Education Office responsible for the planning, implementation and development of education, for administering and inspecting the implementation of the curriculum, teaching methods of teacher training and general schools.

At district level

At each district, there is a District Education Council. It is placed under direct control of the Provincial Education Office. It is responsible for educational development in the district, for the supervision, administration and management of the general schools in the area and for promotion work among people for their involvement in education.

Management of Level I education

The Department for Level I Education is in charge of administration management and inspection of general education at that level. Every year, based on the National policies and analysis of the situation of the previous school year, it sets new tasks and objectives for the school throughout the country. In co-operation with the National institute of Educational Science, it solves problems or carries out research on matters concerned.

The Planning and Financial Department is responsible for outlining short term and long term educational plans with proposed norms. Education authorities at local level, taking the proposed norms into consideration, determine their own norms and report to the central level. With plans sent in from the provinces The Planning and Financial Department regulate and adjust them, then supervise and inspect their implementation in schools.

The National Institute of Educational Science, as stated above, is responsible for compiling curriculum and research on content and methods of general education in schools, and assisting the Department for Level I Education in supervising its implementation.

Mass organizations and the society also join in educating the children of Level I schools, in any way possible, by assisting and

helping the school to carry out its task, by facilitating pupils' self learning at home, by supplying the school with money and material necessary for repair and construction of classrooms and other things.

Training teachers of Level I general education schools

In order to meet the requirements of the universalization of Level I education for children aged 6-15 years, the Government pays much attention to the training of teachers of Level I education both quantitatively and qualitatively. In the early 1960s there were a score of teachers of Level I education in every district, in northern provinces. But in the early 1970s, this figure multiplied until hundreds of them had been trained thoroughly.

After 1975, the requirement to open more schools in southern provinces became urgent. So one of the important tasks for educational management and administration bodies at the central as well as at the local level was to train teachers for these schools. Many experienced cadres and teachers from the north were despatched to the south. In the south, teachers who had served in the previous regime were employed, along with thousands of others who had been trained in crash courses in newly founded teacher's training schools or who had been working in the liberated zones.

At present, the training of teachers has been organized universally from central to local level. The Ministry of Education is responsible for the management and administration of teacher's training schools and colleges. These schools and colleges under the direct control of, and assisted by, local administrative organizations are responsible for the quality of teacher graduates.

In order to meet the present demand for teachers and the universalization of Level I education in the whole country in the 1990s, a Teacher's Training Council was set up in 1983 to adopt the training programme and the curriculum for teacher's training schools.

The training of teachers of Level I general education schools has taken many different forms, depending on the actual situation and the ability of each locality and of cadres and teachers. But in general, the training may be held in either of the following forms: long term, short term, full time, part time, in-service, seminar, or refresher courses. These courses may be held at provincial towns,

district centres, teacher's training schools, or in the Level I general education schools or basic general education schools. Thanks to the universal programme and newly endorsed curriculum, teachers turned out every year are, in the main, qualified enough for the teaching job. Thanks to the development and enlargement of the teacher's training network and multiple forms of training, in northern provinces there is a teacher's training centre in every provincial and district town; many of these, large-scale. It is safe to say that the training schools in the north, are able to train teachers for Level I education schools. There is still, however, room for improvement as far as quality is concerned.

By the 1981-1982 school year, the number of student teachers was about 4,500; of these, 3,345 were in the last year of their training. More than 6,000 teachers were retrained.

In the south, the training of teachers has also been given special attention, and considered a decisive factor in the development, enlargement, and maintenance of the school network. Due to the economic and social conditions that are still unstable, and due to the fact that most of the teacher's training schools are newly founded and small scale, the enrolment and the training programme are not fixed; the demand for teachers is too great, the teaching body has not been able to meet all the requirements of the schools both qualitatively and quantatively, especially in those areas of Cuulong delta and high plateaux of central south Viet Nam where there are not enough teachers and many of them were not fully trained.

Teacher training in the south has progressed quickly. By the 1981-1982 school year, the number of student teachers was 13,097, three times greater than in the north; of these, 5,255 were in the last year of their training. Two hundred and seventy-five teachers were retrained.

The topography and the difficult economic conditions in the mountains are unfavourable for the development of education. On the other hand, the inferiority complex and the national customs and tradition of the minority peoples living in the mountains have made the undertaking even more difficult. Despite this, the problem of teacher training has been paid close attention. Teachers from the delta have been despatched to the mountains; practical education policies have been specially applied; more and more teacher's training

schools have been set up and their enrolment has been given priority. At present, there are 2,000 student teachers enlisted every year and 1,000 teachers are being retrained.

Future task in teacher training

At the present rate, there are 10,000 teacher graduates and 5,000 teachers attending different forms of training, every year. These teachers, of course, cannot meet the present demand of Level I general education. In mountainous areas, and in areas unfavourable for school activity, more teachers are needed. The transfers of teachers working in these areas is overdue and the problem of teacher training is becoming more urgent. In the near future, the existing teacher's training school must, on the one hand, enlarge its scale of training, and on the other hand must improve the content and methods of teaching. Enrolment must be improved too; priority should be given to minority people in being admitted to teacher's training schools. Standardization and upgrading of teachers' quality must be done immediately. Retraining is also a matter to be solved at once.

Supervision and inspection bodies

Organization and inspection is one of the most important tasks in school management. It is carried out to ensure that the schools are working in conformity with the set objectives and programmes, with the decisions made by management organizations at all levels and with the national policies.

The process of management requires a close relationship between the superviser and the supervised; and vice versa, supervision and inspection in the process of management is necessary to maintain this relationship. It is the source of information that enables management and administration bodies to work effectively. Supervision is part and parcel of school management.

Article 28 Decision 615 O/D made in 1974 states: 'All school management and administration bodies are responsible for the supervision and inspection of all educational institutions under their control. The management and inspection bodies of each level of education are in charge of the inspection of the corresponding level of education'.

Central board of supervisors and inspectors

This includes a board of educational inspectors and an education office for Level I and II general schools. The task of the board of educational inspectors is to supervise and inspect the implementation of the national policies on education and the realization of the curriculum regulations and plans set by the Ministry of Education in order to enhance educational cadres' sense of responsibility and discipline and to strengthen democracy. Together with this board the education office for Level I and II general schools is responsible for the educational work of Level I and II general schools throughout the country. That means, it is responsible for the implementation of the decisions relating to speciality and management made by the Education Minister as well as the supervision and inspection of these decisions. Specialists working in the board of inspectors are inspectors by trade and those in the education office are methodologists.

Boards of inspectors and supervisors at provincial level

Boards of provincial inspectors are responsible for the implementation of the national education policies, education programmes in the provinces and things advocated by the provincial administrative committees and the Ministry of Education. The boards of provincial inspectors are also responsible for controlling the educational work of the schools in the provinces and for the supervision and inspection and settlement of complaints and disputes.

Provincial education councils are responsible for the administration and supervision of district education councils and the schools in the provinces. Besides, there are from 20-30 methodologists acting as part-time inspectors in each province. They are quality teachers in charge of supervisional work and the further training of for teachers.

In each district there are one or two inspectors and a general education group of from four to seven cadres. They are responsible for the administration and supervision of Level I and II schools in the district. There are also 15-20 teachers acting as part time inspectors in the district. Their task in the district is the same as those at the provincial level.

Other organizations in charge of supervision and inspection

A general education school is a base unit in the educational system. It is set up under the supervision and inspection of educational management bodies of all levels as well as the internal supervision and inspection of the headmaster and his assistants. Parallel to this, it is set under a mass supervision body of elected supervisors and inspectors serving a term of two years. This body is responsible for the supervision of the implementation of the educational policies, regulations and statutes; the exercise of the teachers' and pupils' rights and obligations in the schools.

Supervision and inspection activities in Level I schools

The content of supervision and inspection work in Level I schools includes:

1. **Supervision – universalization of Level I education**

Universalization finds its expression in the plan and criteria for educational development, initial investigation, statistical data and results after their use; possibility of universalization; the ratio of children of six going to school; school drop-outs and those returned; the total of classes and the number of pupils in each class as compared with the set criteria; the cause for increase or decrease; methods applied in universalization.

2. **Supervision – education work**

a) *Teaching activity.* The exercise of the curriculum and regulations; the preparation of the lesson plans and their presentation; tests, examinations and scoring; training gifted and helping slow pupils, evaluation of pupils' quality; learning at home; linking of theory with practice.

b) *Labour production activity.* The number of pupils taking part in labour activity; the number of labour days; forms of labour activities; results in terms of economy and education.

c) *Social activity.* Types of social activities; number of pupils taking part; results; types of collective social activities; seminars; artistic, sports, club activities; recreational games; keeping hygiene and prophylatic measures.

d) *Factors that help to better the educational quality.* Forming of new type of teachers with a sense of responsibility toward pupils, sense of devotion; building teacher's collectives; exchange of good experiences in building exemplary education units; teachers' self training and self instruction; building a monolithic block of teachers and other school personnel; improving the material and spiritual life, and health care of teachers; the exercise of state policies concerning teachers' rights; supervision over the management of headmasters; supervision over the promotion work among the people in contributing to the development of education; co-ordination of the school and pupil's parents association in the educational contents and methods; education inside and outside the school; popularization of a cultured way of life among pupils', parents and other people.

Forms of supervision and inspection activities applied to Level I General Schools

a) *Interview* (including interviews in writing). This may be done by means of exchanging views and reports.

b) *Field study* by attending classes; observing pupil's activity; instant checking after a lesson.

c) *Investingation of the papers concerned.* After the inspection things should be adjusted or rectified by applying laws and decrees, policies or regulations.

Adjustments and rectifications can be done by economic measures; material encouragement; by political and idealogical education; encouragement and emulation.

Popular means of communication

Mass media are controlled by the state and are concentrated on social progress.

The Ministry of Education has been co-operating with radio, television and press in their undertaking to help the schools to carry out their task of realizing Level I popularized education and improving the qualification of primary school teachers.

The project includes:

a) Helping the schools to practise their extra-curricular educational courses to support compulsory courses of learning;

b) Supplying the schools with up-to-date information in order to make courses of learning more lively;

c) Retraining teachers;

d) Disseminating information in such a way that everybody in the community can manage to give their children education at the right age, and to give them enough time for self-training to ensure their average ability of academic achievements, not to interrupt their schooling and at the same time to help people (especially those who are still young and able labourers) have chances to regularly revise what they have achieved at school;

e) The Voice of Viet Nam has two transmissions (15 minutes each) for schools. These are radio programmes for pioneers and small children. There are two transmissions for teachers in the morning and in the afternoon and a 'Culture and your life' radio programme. In addition to these the daily radio programmes include a special programme for youth (15 minutes) and for women (15 minutes). In each programme satisfactory time is spared for Level I popularized education.

The state and other local television network also transmit a programme called 'Little flowers', normally 15 minutes, on Tuesdays, Saturdays and Sundays. The programme not only gives school children and pioneers entertainment but also knowledge of science and learning methods.

The People, (a national quality paper) *The Pioneer, Vanguard, Women, Science and Your Life* and *The People's Teachers,* are papers and magazines devoting space for the aims of Level I popularized education.

School equipment

The institution responsible for school teaching aids and equipment is the Central Company of School Equipment controlled by the Ministry of Education, which is concerned with the design and production of teaching aids.

Section 22 in the 'Teaching Aids for all Levels of General Education Schools' shows ten items for Level I schools including:

a) A set of rulers and chalkboards for maths;

b) A set of magnifying glasses for subjects on popular science; and

c) A globe for geography, a subject in popular science.

Though much has been done, not all schools are well equipped. Nearly 100 per cent of the schools have been equipped with the set of rulers and chalkboards, but only about 10 per cent of them have been supplied with magnifying glasses.

Financial support for Level I popularized education

Sources of support for education in general and for Level I popularized education in particular come from investment by the state (coming from budgets of the whole nation, of the province and district); the village budgets; contributions of collectivized economic zones (farming co-operative, handicraft unions, industrial enterprises, state farms and other local social organizations; contributions of the people; and savings earned by teachers' and pupils' labour production. Further capital comes from foreign countries' financial aid.

Recently the state has given permission to basic education schools and Level I general education schools to have funds for school welfare. Thus from these funds come the annual important financial support for Level I and Level II general education.

Capital invested for Level I schools

The capital for Level I schools is divided into capital for regular expenses (elastic capital) and capital for irregular expenses (fixed capital) which includes capital for the building of material bases and expenses for equipment and teaching aids. From 1976 to 1980 the money invested for general education was from 3 per cent to 4 per cent of the state budget.

Details are shown in the following table:

	1976	*1977*	*1978*	*1979*
Total expenses for General Education as compared with the state budget.	3.4%	3.6%	4%	3.6%

On the provincial scale the investment for general education as compared with the total expenses of the provincial budget is often about 15 per cent. In a number of the northern provinces the expense for education grows much bigger as compared with the provincial budget. This is due to the developing educational tradition and to the special concern given by local authorities. This proportion in the case of Ha Nam Ninh and Ha Son Binh in the following table can serve as an example:

	1976	*1977*	*1978*	*1979*	*1980*
Ha Nam Ninh	14.3%	17.9%	19.7%	21%	25%
Ha son Binh	14.3%	17.9%	19.4%	20.8%	25.1%

During the past two decades, the system of general education, particularly Level I education has been expanded and developed in the northern provinces on a large scale and at the fastest rate ever known in Viet Nam's history. Schools have been built with multi-storey buildings and are well-equipped with teaching aids, laboratories, school yards, playgrounds, sports grounds, hostels for teachers and enough seats for Level I and Level II children. This has sometimes been done through the large contributions of village communities. Of the total state budget for education about 50 per cent is spent on Level I and II schools.

The constitution guarantees that education is the right and obligation of every citizen, the state takes steps in carrying out the policy of compulsory education, free education, supplying grants and creating favourable conditions for working people and their children to have equal opportunities in education. In 1974 the state decided to abolish school fees, nationalize schools of all levels and began to supply grants for children of martyrs, disabled soldiers and those from poor families; and exceptional children. Textbooks and references for teachers were also made free. The state also built libraries to be shared by all schools. Various local authorities have been taking measures to encourage disabled children. Thanks to this, children are free from care, aware of their responsibility, and can have the chance to realize not only their own rights and obligation in education but others as well.

Building new schools

The northern provinces built 20,000 classrooms for joint Level I and Level II schools or Level I schools only, during the 1970s.

In 1978 nearly 36.2 per cent of village budgets was used for the construction of Level I and Level II schools. Many villages have given the best of everything for school buildings; the best land, the best materials and the best teams of builders. Many localities, with their own manpower and materials and the state's financial support have completed the building of classrooms for permanent use in place of the old hurriedly built ones. Among them were villages which managed to build nice, airy, well-furnished two- and three-storey buildings, which have really become the local centre of culture and science.

In southern provinces the need to build Level I schools and joint Level I and II schools is the first consideration for educational administration at different levels. By the school year 1981-1982 there were 4,500 schools in the southern provinces, or 39 per cent of all the schools in the country.

During the past 20 years the contry has undergone three wars and a great deal of financial difficulty which has badly affected the development of education. Though much has been done in the building of schools, the people's requirements for education have not yet been met. This is particularly the case in the southern provinces where the demand for education is urgent. In the north, most Level I and II children are able to enrol for morning and afternoon school.

Table 2. Percentage of permanent school buildings and ratio of groups to classrooms

Zones	*Classrooms*		*Percentage*	*Ratio of groups to classrooms*
	Total	*Permanent buildings*		
Mountainous	25,405	14,734	58 per cent	1.7
Northern	89,969	54,182	60 per cent	1.26
Southern	59,588	28,292	48 per cent	2.13
Whole country	149,557	82,474	55 per cent	

Joint efforts in popularizing education

The experiences of those localities endeavouring to popularize education has revealed the power of joint efforts. This power originates from different production unions, (farming co-operatives, state farms), from other social organizations (unions of peasants, women's unions, youth union, association of pupils' parents), and from people's committees. The Vietnamese peasants are eager for knowledge. In their efforts to rebuild their villages they are becoming exposed to new problems of science in production (new varieties, new breeds, chemical fertilizers, linked methods, engineering in agriculture). A new outlook on education and an appreciation of leisure life is something closely connected with essential needs of everyday life. To be able to apply science and technology one has to be well educated.

The joint efforts of different localities have an important influence on the popularization of education. These efforts may be spiritual or material.

Spiritual. Localities uphold the tradition of learning, emphasize the importance of learning and investigate the problems of education for school-age children and dropouts, take care of working people's education, decide the enrolment of children for nurseries and primary schools and take responsibility for achieving these aims.

Material. Local authorities look after adult education taking place in their production organizations, contribute efforts and money for school building and equipment of classrooms and pay attention to the teachers' everyday life.

Educational councils

An educational council has a staff consisting of representatives of the people's committee; principals of basic education schools; heads of nurseries; representatives of Centres of Culture; representatives of other social organizations in villages, (youth and women's unions), and heads of different organizations (health service, communication, culture, commercial associations, savings banks). The leadership of this council consists of the chairman of the Village People's Committee as the head and principals of basic education schools as deputy heads. At pre-school annual meetings and other routine meetings this council listens to reports about the development

of education in the village, discusses plans of education for the whole school year, finds ways and means to ensure the success of plans and to get villagers involved in the cause of education in their own village. This council pays special attention to popularizing education for every school-age child who cannot go to school or has to drop schooling.

'Five good's family' The universal standards for this programme are: good production; awareness of a citizen's obligations (selling grain, following the state's policies, thrift, civilized life style, peacefulness); strictness about birth control; children's education taken good care of; and participation in educational work in the whole community.

This is a voluntary activity in the village and hamlet. A congress is held annually. Teachers of all classes participate in the meetings and discuss children's problems, their academic achievement and their morale. They also discuss what to do to help school-age children to receive an education, and how to prevent pupils from dropping out of school. Slow learners are also problems discussed at such meetings where pupils' parents listen to teachers' advice in popularizing education.

Support for teachers. Whether the popularization of education in the countryside is good or not depends on how much support is given to the teachers. Because of different speeds of the development of education, and different historical reasons many communities cannot supply themselves with teachers who are natives. Usually non-native teachers have a lot of financial problems. That is why school canteens are opened, ways and means to help teachers are discussed. To overcome the problem of fuel for teachers, firewood in the school vicinity is collected and reserved for teachers, farming land is distributed to them and they are helped with cultivation. In Cam Binh (Ha Tinh) villagers once helped teachers to build houses of their own and arranged marriages for 20 couples who were teachers. These nice gestures made teachers feel attached to their villages and hamlets.

School buildings. In developing education it is a fine tradition for villagers to join in school building. This type of co-operation between the state and people may take the following forms:

a) Investment is entirely by the state and the construction is the responsibility of the people;

b) Part of the investment is by the state and part of it is by the people;

c) People are completely responsible for the school building and it is the state's responsibility to supply teachers and textbooks; and

d) People give money and manpower and the state is responsible for building materials.

Community participation in expanding schools has made it possible for almost every village to have a basic education school of its own. This is an important condition in the success of popularizing elementary education.

Chapter Two

ACCESS TO EDUCATION

Since the 1970s, primary education has developed to the extent that it now meets, in part, the educational needs of the people. In the 1960s the primary school network was established all over the rural areas of North Viet Nam, especially in the Red River Delta and in the midlands. By the beginning of the 1970s a move was made for the universalization of primary education for the age group six to fifteen. This movement was carried out step by step by the Ministry of Education. About 90 per cent of the children entering grade I of primary education are 6 years old. This has not always been the case and that is why pupils in the last grade may have ages ranging from 11 to 14. Another reason for this is that some pupils were repeaters, and some drop-outs who, after for one or two years, might enrol again. In the regions where education is newly developed or has developed slowly, the age range of pupils at grade I may be four or five years; and this may increase to seven or eight years at the final grade of primary education. This is one of the difficulties encountered by education for that age variance leads to a mixed pedagogical atmosphere. The older pupils either have an inferiority complex or a negative influence on the development of the personalities of the younger children.

During the period from 1976-1980, primary education in the northern provinces continued to develop intensively, and the needs for primary education continued to be met as in the previous periods. In this same period, primary education in the southern part of the country received special attention by Government, and education was directed to the agricultural development of the localities. During this period, the total primary school population increased from 6.98 million to 8.1 million with an average annual growth rate of 3.8 per cent. Primary education in the mountainous areas of the north developed rapidly (nearly 8 per cent yearly) compared with some provinces in the Mekong Delta where there was a minus growth rate. All private schools in the south were replaced by Government schools. Over the past three years 1980 to 1983, the total number of primary pupils has stabilized at from 7.9 million to 8 million.

During the period 1976-1980, the country did its best to provide access to education for all the primary education age-group population. During the school year 1979-1980, in the northern provinces, 95 per cent of the 6-year olds enrolled in grade I while that of the southern provinces was 79 per cent. In 1982-1983, newly enrolled pupils in grade I made up 95 per cent of the total number of pupils in grade I. In recent school-years enrolment in grade I has been as follows:

1977 – 1978	1.88 million
1979 – 1980	1.86 million
1980 – 1981	1.88 million
1981 – 1982	1.84 million
1982 – 1983	1.85 million

Equality in universalization of primary education

There is no difference in enrolment between boys and girls. This is the great leap forward in the last three decades. In 1956 girls made up only 25 per cent of the primary school population. This figure had increased to 50 per cent by 1969-1970. This status has been maintained to the present. During the whole process of general education, from grade 1 to grade XII, the total numbers of girls and boys are always almost equal. Especially, at primary school the proportion of girls truly reflects the male-female ratio – 51 per cent girls in 1981-1982 and 51.8 per cent in 1982-1983.

Enrolment in primary education in rural areas is not always favourable. Rural life closely relates to agricultural production, so if, for some reason, the production yield decreases, the development of education will lag behind too.

In the mountainous region inhabitants are scattered and communications are difficult. In other regions they encounter many difficulties too, for example in the Mekong Delta region during the rainy season it is very difficult for the pupils to go to school. Universalization of primary education is facing the same difficulties in remote areas. During the five year period 1976-1980, the average growth rate of primary education pupils was 3.8 per cent, while that of the Mekong Delta Region was 2.6 per cent. Now, thanks to

government and local authority investment, the growth rate for primary education in mountainous areas is much higher (6 per cent to 8 per cent) in comparison with the norm for the whole country. However, the rate of drop-outs in this region is also higher than those of other regions from at 5 per cent to 8 per cent.

During the 1970s a network of primary schools was established all over the rural areas. Each village having a population of 6,000 to 8,000 inhabitants has a basic general education school and a network of "satellite" classrooms for grade I, II and III at each hamlet with the population of 1,000 to 2,000 inhabitants. That is why classrooms for children under 10 years old are normally within a radius of 1.5 km of their home. This still does not apply to children in mountainous areas and in the Mekong Delta regions. In the mountains it often takes two to three hours for children to walk to school while in the Mekong Delta region children have to cross many canals and flooded fields on the way to school. To overcome this situation the government has set up boarding schools in mountainous regions, open classes with small numbers of pupils in each class, or integrated classes for children in the Mekong Delta Region. These measures aim to provide favourable access to education for all children reaching enrolment age.

Classes average from 35 to 37 pupils. That figure rises to 40 in Hanoi and 45-46 in Ho Chi Minh City.

In reality there is now not any barrier to the enrolment to primary education. The education system is democratic and pupils do not have to pay fees. The State is trying its best to provide access to education for the 6-15 year-old population. There are still 8 to 10 per cent of children who do not go to school because parents do not fully recognize the importance of having their children go to school at the proper age; pupils withdraw from school; they suffer a changed economic status due to natural calamity; or, in some cases there is a resistance to sending their children to school by ethnic minorities.

In an effort to get 100 per cent of the age-group 6-15 in schools, the following action will be taken:

1. Make parents understand the importance of universalization of primary education;

2. Develop the administrative organization during the process of universalization of primary education;

3. Conduct a basic survey among each household to find out the exact figure of the age-group population;

4. Make and effectively use the records of universalization – each pupil should have one record;

5. Improve the teaching and learning quality and limit the rate of repeaters to the minimum;

6. Collaborate with families and all social organizations in encouraging drop-outs to return to their school and to open special classes for older pupils; and

7. Encourage collectives, enterprises or factories to take economic responsibility for children with special handicaps such as orphans and those born into large-size families.

Demand for and supply of teachers for primary education

All primary schools in the plains and midland regions of North Viet Nam are adequately staffed with qualified teachers. Many teacher training schools have been set up in the south, but in general there is a great shortage of teaching staff for primary education. In the school year 1981-1982, the teacher/class ratio was 0.88. At present there are more than 200,000 teachers of primary education (of whom 130,000 are female). There are 37,889 teachers with secondary level qualifications. Of the total number of teachers, 54,155 or 26 per cent, are untrained. Generally speaking the teaching staff for primary education in the southern part are less qualified than those of the northern provinces.

Most of the teachers who have been provided pre-service or in-service training successfully carry out the tasks they are given in the primary schools. They apply themselves very quickly to the reality and environment of the schools they are assigned to. Many primary teacher training schools in the Mekong Delta and in the mountainous regions suffer from a lack of recruitment sources and trainers to undertake accelerated training. That is why the number of teachers supplied yearly by locally run teacher training schools is still less than required.

Because each region is at a different stage of social, economic and educational development the training given by the teacher training institutions of each region is not the same. According to the requirements of each region different training systems are used within the framework of the curriculum stipulated by the Training Council for Primary Teachers of the Ministry of Education. For provinces in the Red River Delta and for some provinces and cities in the southern part where conditions for educational development are favourable, teachers for primary education come from the 10 + 2 or 12 + 2 education systems. Primary teachers in other areas come from 12 + 1, 9 + 3, 9 + 2, or 9 + 1 systems.

Primary teacher trainees are graduates of upper-secondary schools (12 years) or graduates of basic general education schools (9 years), they are trained at teacher training institutions from one to three years. Areas facing special difficulty have permission to recruit graduates of primary schools, and provide them with three years of training.

Supply and training of supervisors

After the unification of the country, the needs for expanding educational opportunities in the southern provinces in a new socio-economic context became urgent. Hundreds of supervisors and experienced teachers from northern provinces were sent to southern provinces and many of them were selected to be trainers of supervisors.

At present, two centrally run management schools (one in Hanoi and the other in Ho Chi Minh City) train 100 managers yearly for all management levels (director and deputy-director of district educational bureau, principal and principal-assistant of primary and secondary schools). In addition to the training of supervisors given in local management schools, the local secondary teacher training schools also took part in training managers so that the supervisor staff for universalization of education all over the country was supplied and reinforced. During the training process the supervisors were systematically given the theory of educational management science; management style and many other management subjects; among them, subjects on educational supervision and universalization of education supervision.

On a nation-wide scale the existing supervisor staff has enough potential and professional skill to successfully carry out the management task given to them. Supervisors have the responsibility to supervise the realization of universalization policy and to ensure the necessary facilities are made available to carry out this policy. They have to encourage and maintain the total number of primary classes; ensure the availability of material facilities necessary for the realization of objectives of universalization of education; and ensure the realization of norms set up in short-term as well as in long-term plans.

Each year, under the guidance of the district educational bureau a group of three to four schools will organize the analysis and evaluation on the realization of universalization and its quality, at the middle and at the end of the school year. Because of the different target audience and task of supervision, in reality, there are two types of supervisors; planning supervisors and professional supervisors. Planning supervisors are educational managers from local to central levels who have both pedagogical and management knowledge while professional supervisors or quality supervisors are experienced teachers or heads of each subject group taught at schools.

Goals and objectives of primary education

The objective of primary education is to educate children to love their fatherland and fellow-countrymen; study well and work well; have a good reciprocal unity and a strict discipline; keep very good hygiene; and be earnest and courageous. This will promote all round development and serve as a basis for their education at higher levels. The above objective was promulgated to guide the programme planners.

1. Cultivate and develop the national language and literature for pupils so that they can acquire a certain vocabulary, know how to write simple sentences, know main classes of words. As a result they can read books, talk and write common compositions. On this basis they are able to learn at a higher grade or join production.

2. Through nice compositions, educate the pupils to love literature, love the fatherland and fellow-countrymen, love work and science, love public wealth, love children and people of fraternal and friendly countries; hate oppression and exploitation etc. . . and to

have a collective spirit, a habit of observing disciplines and a sense of public service; to be earnest and courageous.

Vietnamese language falls under the following forms: reading; learning by heart; story telling; grammar; dictation; oral composition; and written composition.

Objectives of arithmetic at the primary level

Make pupils have a good knowledge of experimental arithmetic and geometry and train them in the habits and abilities to apply their knowledge efficiently to real life; help them develop scientific reasoning (thinking); and infuse such good-qualities as carefulness, patience, exactness and working with a concrete plan.

After finishing the primary level of education, pupils must satisfy the following requirements:

1. Know how to read and write major numbers, and handle the four operations on whole numbers and decimal numbers.

2. Have a preliminary knowledge on fractions, per cent, rule of three, proportional division.

3. Have a good command of the metric system and time-measuring system and be able to use these measuring means.

4. Have a preliminary knowledge of experimental geometry.

5. Be able to solve some average problems on whole numbers, decimal numbers and fractions. Know how to retest less complex problems and how to explain the process of solving a problem under the teacher's guidance.

6. Have good knowledge of mental arithmetic and know how to apply it to real-life practice.

Objectives of the "ABC" of science

Teach pupils preliminary knowledge of species of living creatures and guide them to observe natural phenomena so that they may understand the simple relations between those phenomena.

Provoke and develop in them love for nature, love for the Fatherland and people, love for work and science to make them

preliminarily conscious of the importance of productive work in natural transformation at the service of mankind. Educate the pupils to struggle against superstitions.

Objectives of history

Make the pupils realize the nation's road of evolution, know principal events and typical heroes in the national history, and develop in them the conscious and ardent patriotism combined with the spirit of revolutionary internationalism.

Help them know the system of time, know how to read and draw a simple historical map.

Objectives of geography

Provide the pupils with some scientific notions about nature; to help them understand their Fatherland, striking features of all five continents and of some friendly and neighbouring countries.

Infuse into them some necessary skill in geography such as ways of finding directions, reading and drawing a map, memorizing important geographic names so that they may learn other subjects and apply their knowledge to real life practice.

Objectives of singing

To teach the pupils to sing in tune with great expression and to write music at the elementary level, to teach them to be able to sing common songs by themselves, thus making them love the national music and know how to enjoy international music.

Objectives of drawing

To teach the pupils to grasp the essentials of the subject; know how to remark, compare the shapes and properties of surrounding things, living creatures with their pictures described in the paintings, grasp the typical and original features of them.

The curriculum content of this subject is made up of (a) drawing and describing from life; (b) drawing for decoration; (c) drawing according to a given theme; and (d) explaining given pictures (introducing the pictures of art).

Objectives of physical culture

Make the children's bodies develop smoothly and promote their health.

On the basis of their age-groups and individual features, the pupils exercise their basic movements such as running, jumping, throwing, climbing and balancing.

Educate them to possess courage, patience, an organized mind, discipline-observing, collective spirit.

Infuse into them the everyday life habits in individual hygiene and public hygiene to keep their good health.

Table 3. Time allowance for learning courses in Level I schools

Subjects	*grade I*	*grade II*	*grade III*	*grade IV*	*grade V*
Vietnamese	14	10	10	8	8
Mathematics	3	4	5	5	5
Discovering Science	1	1	1	2	2
History	–	–	–	1	1
Morals	1	1	1	1	1
Popular technology	1	1	1	2	2
Singing	1	1	1	1	1
Gymnastics	2	2	2	2	2
Socialized activities	1	1	1	1	1
	24	21	22	23	23

Chapter Three

THE ETHNIC MINORITY AREAS

To develop education step by step and universalize primary education in the ethnic minority areas, short-term general education schools have been organized for the target clientele who are children from 11 years old upwards. They follow a simplified curriculum which uses the principal elements of the general curriculum. A network of one-teacher schools has been built.

Primary boarding schools with two classrooms, have been built. One type is under the sponsorship of the local people; and the second under the auspices of the State. The target clientele of these schools are the ethnic minority pupils in highland areas and areas where there are many economic, cultural and geographical difficulties. Teaching Vietnamese as a second language, thus helps them to learn Vietnamese letters.

Findings indicate a considerable disparity in the eduational development between lowland and highland areas and remote areas; and the quality of cultural knowledge remains low in comparison with the requirements of the curriculum.

The above defects were centred on the following causes: (a) the network of schools was not rationally located; (b) the methods of teaching Vietnamese in the ethnic minority areas were not grasped by each teacher; and (c) the policies on teachers in the mountainous areas were not well formulated.

Causes of pupils' unfinished studies

Causes:

a) pupils met with geographical and climatic difficulties;

b) the network of schools was not rationally organized (related to the geography);

c) the ties of bad practices and customs; and

d) causes created by economic and production difficulties.

Measures to be taken to boost the universalization of education at the primary level

Basic surveys must be made in each village of the exact number of children from 0 to 15 years old, of school-leavers and their cultural knowledge arranged according to their age-groups, the exact number of drop-outs and repeaters so that a plan for the universalization of primary education can be prepared. The priority measure taken to gradually universalize primary education in mountainous areas is to mobilize the aggregate strength of the whole country for education in the mountainous areas, to consolidate and rearrange the system of schools appropriately and develop a curriculum suitable to each area.

For the highlands zone priority is given to the development and construction of centralized primary schools at the district level (great efforts are being made to open a school for each district). These schools are completely financed by the state. There is a high flexibility in the forms of study. For example, a teacher can be assigned to teach both adults and children. Non-formal classes can be scheduled into the school year to provide educational opportunities for ethnic minority children.

The curriculum used by schools in villages is simplified from the primary education curriculum but still has the main subjects and basic knowledge prescribed for the primary level education.

Teaching Vietnamese

Due to the multi-national mixture in a resident area, it is impossible to use any dialect in teaching. It is extremely important to develop a curriculum and to write a textbook for teaching Vietnamese to primary-level classes in the ethnic minority areas. It is imperative to write training materials and guidelines for primary teachers at primary general education schools in the ethnic minority areas.

Training teachers and local people who are in minority groups

It is necessary to train a contingent of teaching staff on the spot in the ethnic minority areas. These teachers are aware of the

local practices, customs and local dialects and are able to work at length in these areas. Numerous student-teachers and teachers in the delta areas should also be mobilized to work in the mountainous ones.

Table 4. The ratio of H'mong nationality school-goers compared with the population in some provinces

Province	*Ratio of school goers as compared with the population*
Hoang Liên Son	4.8 per cent
Cao Bang	4.8 per cent
Ha Tuyên	4.7 per cent
Nghê Tinh	7.8 per cent
Thanh Hoa	10.0 per cent

Table 5. Average primary teaching staff and enrolments of grade V for a year in some highlands villages

Names of villages	*Average number of teachers/year*	*Average number of pupils of grade V year*
La Pao Ton	10.50	4.80
Khu May	4.50	1.50
La Tao	4.00	0.35
Cong Be	2.50	0.35
Co Ma	5.00	0.30
Thoi Giay Pao	3.00	0.00

Drop-outs and population education

Most primary school drop-outs are children born into large-size families. Parents are now being encouraged and motivated to adopt birth control and maintain a family planning programme, to limit their families to one or two children. With financial support from UNFPA and technical assistance from the mobile team on population education of Unesco, ROEAP, a nationwide population education programme has been launched. This is aimed at providing awareness on the relationship between population growth and socioeconomic

development including educational development for young generations who may become parents in 10 or 15 years time.

Special education

Special education has been considered as an integral part of general education for the past 40 years. The universalization of primary education has been undertaken not only in the educational process for normal children but also for handicapped children.

Nationwide, 26 schools and classes for the blind, the deaf and other handicapped have been set up in 20 provinces, cities and districts.

Most of these schools have been set up and managed by the Social and Invalid Ministry with the financial assistance of the Government and of other social organizations in Viet Nam and in the world. The number of handicapped children admitted to special schools (over 1,000 deaf children and nearly 200 blind children) is still very low according to the requirements of educational universalization.

Some positive results from this programme have been run on the considerable contribution of the local people; the support of the health and educational service in restoring some of the functions of the handicapped children; the development of the Braille system for Vietnamese blind; teaching cultural subjects through a reduced phoneme system for the deaf from grades I to V; development of a special primary school curriculum for the blind and the deaf; and the use of new methods to correct the pronunciation of linguistically handicapped children.

During the process of building and developing special education in Viet Nam, one of the factors which has been a great influence and encouragement is the assistance provided by such international organizations as Unesco and UNICEF and other philanthropic organizations in the world through investment in teaching materials, providing attachments for specialized educators, and the exchange of information and publications.

These results should be considered as the first steps on a hard road to develop special education. A uniform system is still required from local to central level with the Ministry of Education bearing

fully responsibility in the organization, guidance and management, so that an overall plan for development may be worked out. A system of varied special schools and classes should be developed so that more handicapped children may be admitted yearly.

Universalization of primary education for over-age-group population

A reduced course has been developed for the age group 9 to 14 years old (children up to the age of eight may still be admitted to the five year normal system). Only mathematics, Vietnamese and general science are taught, for a duration of 100 weeks divided into three school years.

These classes are managed by primary schools and they may conduct the teaching during the day or in the evening depending on the situation. Teachers of these classes are primary school teachers who receive extra payment. The textbooks used are the same as those for normal primary education. In future, different textbooks for this target audience will be developed to improve the quality of learning. There are about 2,000,000 children learning in this type of class.

Table 6. Number of Level I school pupils and pupils of first grade in Level II divided in age-groups and grades
(Figures taken in middle of session of 1980-1981)

Age	*Place*	*grade I*	*grade II*	*grade III*	*grade IV*	*grade V*	*grade VI*
5 years	North	23,519	263				
	South	27,173	102				
	Whole country	50,992	365				
6 years	North	765,979	21,544	92			
	South	628,451	17,928	313			
	Whole country	1,394,430	39,472	405			
7 years	North	135,418	601,593	642	642		
	South	274,922	409,975	23,766	396		
	Whole country	410,340	1,011,568	24,408	1,038		
8 years	North	39,542	132,921	527,257	28,584	323	
	South	119,130	220,922	330,568	23,469	317	
	Whole country	158,672	353,843	857,825	52,053	640	

Table 6. *(Continued)*

Age	*Place*	*grade I*	*grade II*	*grade III*	*grade IV*	*grade V*	*grade VI*
9 years	North	15,569	44,450	146,151	471,320	25,791	
	South	50,066	100,764	175,558	277,326	20,210	
	Whole country	65,634	145,214	321,709	749,146	46,001	
10 years	North	8,385	17,143	43,437	164,640	441,843	31,212
	South	22,523	52,338	101,471	154,934	223,489	18,941
	Whole country	30,908	69,481	144,908	319,574	665,332	50,153
11 years	North	4,492	7,297	16,464	51,780	167,809	386,100
	South	8,596	20,111	51,504	84,194	119,008	197,919
	Whole country	13,088	27,408	67,968	135,974	286,817	584,019
12 years	North	2,653	5,132	7,649	22,311	56,454	184,312
	South	3,523	8,972	23,632	41,236	77,239	113,706
	Whole country	6,176	14,104	31,281	63,547	133,693	298,018
13 years	North	1,677	2,077	3,828	8,109	25,277	75,787
	South	1,275	3,877	7,346	18,688	34,113	55,695
	Whole country	2,952	5,954	11,174	26,797	59,390	131,482
14 years	North	822	1,822	1,764	4,293	8,871	31,200
	South	1,148	2,418	2,418	8,616	12,063	25,044
	Whole country	1,940	4,240	4,182	12,909	20,934	56,244
15 years	North	691	1,304	835	1,842	4,505	14,684
	South	137	268	852	1,669	4,396	9,015
	Whole country	828	1,572	1,687	3,511	8,901	23,699
16 and over	North	206	133	153	460	1,250	3,224
	South	20	118	210	585	1,107	2,338
	Whole country	226	251	363	1,045	2,357	5,562
Total	North	998,952	835,679	748,292	754,481	732,123	726,519
	South	1,137,264	838,793	717,638	611,113	491,942	422,658
	Whole country	2,136,216	1,693,472	1,465,910	1,365,594	1,224,065	1,149,177
Females	North	476,807	405,692	584,988	377,421	370,608	345,633
	South	468,483	551,702	312,205	269,733	215,714	180,187
	Whole country	945,290	757,394	697,193	647,154	586,322	525,820

Table 7. Changes in the development of Level I education

Years	*Places*	*Schools*	*Enrolment in grade I*	*Level-One school pupils*	*Total of Level-On school teachers*
	The North	8,538	902,624	4,287,626	132,411
	The South	4,466	974,270	3,753,341	82,511
	Whole country	13,004	1,876,894	8,040,967	214,922
1977-1978	Ha Noi	256	39,802	193,360	5,470
	Hoang Lien son	366	27,449	113,440	4,848
	Ho Chi Minh City	483	108,902	506,135	11,577
	Long An	208	31,563	145,875	3,242
	The North	7,214	926,657	4,012,238	114,900
	The South	5,561	919,794	3,871,964	89,819
	Whole country	12,775	1,846,451	7,884,222	204,719
1982-1983	Ha Noi	416	78,518	357,923	9,293
	Hoang Lien Son	496	27,902	370,120	4,076
	Ho Chi Minh City	383	96,208	481,503	11,946
	Ha Nam Ninh	516	77,540	370,120	9,776
	Long An	233	29,000	130,000	3,600

Table 8. Percentage of children who received Level I education in different zones or provinces.
(Figures taken in middle of Session 1979-1980)

Zones	*Level-I school pupils aged 6-11*	*Children aged 6-11*	*Percentage*	*Level-I school pupils aged 6-11*	*Children aged 6*	*Percentage*
The North	3.868.438	4.236.810	91,3%	740.298	779.702	94,9%
The South	3.539.362	4.769.217	74,2%	646.438	824.259	79,4%
Whole country	7.407.800	9.006.027	82,3%	1.386.736	1.593.961	87%
Ha Noi	337.788	363.408	93%	66.742	65.049	102%
Hai Hung	309.717	330.759	93,6%	60.158	59.925	100,4%
Nghe tinh	463.959	480.322	96,6%	92.984	89.023	104,4%
Long An	135.187	183.758	73,6%	18.490	30.732	60,2%
Ho Chi Minh City	440.125	578.228	76,1%	75.855	91.129	83,2%
Hoang Lien Son	101.480	133.193	76,2%	18.362	24.870	73,7%
Ha Nam Ninh	377.444	416.418	90,6%	74.810	77.607	96,3%

Table 9. Level I educational institutions

		Session of 1982-1983	*Session of 1980-1981*	*Session of 1977-1978*
Total of basic general education schools	The North	7,214	6,331	8,538
	The South	5,561	4,999	4,466
	Whole country	12,775	11,330	13,004
Total of Level-I schools	The North		24	33
	The South		21	21 (79-80 figure)
	Whole country		45	54
Schools for physically disabled children		23 schools	16 schools	10 schools

Table 10. Teachers and their qualifications

Years	*Places*	*Qualified*			
		4 + 3	*7 + 1*	*7 + 2*	*9 + 3*
	The North	6,090	43,077	27,020	11,308
	The South	477	15,602	2,385	4,634
	Whole country	6,567	58,679	29,405	15,942
1979	Ha Noi	431	3,743	1,083	364
	Hoang Lien Son	552	1,011	1,877	68
	Ha Nam Ninh	45	4,875	1,964	1,774
	Ho Chi Minh City	134	783	247	1,051
	Long An	6	78	42	128
	The North	3,454	25,945	27,811	10,200
	The South	264	4,387	2,741	7,229
	Whole country	3,718	30,332	30,552	17,429
1981-1982	Ha Noi	156	2,686	1,428	844
	Hoang Lien Son	108	152	2,036	
	Ha Nam Ninh	54	3,332	1,641	1,194
	Ho Chi Minh City	19	558	418	544
	Long An	82	53	35	307

Table 10. *(Continued)*

10 + 1	*10 + 2*	*10 + 3*	*10 + 4*	*11 + 2*	*10 + 5*	*Unqualified*	*Total*
5,106	17,152	160	3		1	15,194	125,111
17,830	8,200	525	98		488	52,150	102,389
22,936	25,350	685	101		489	67,344	227,500
792	1,852	21	–		–	1,463	9,698
39	193	1	–		–	847	4,588
102	1,040	6	–		–	1,659	11,465
1,997	607	26	14		212	5,925	10,996
921	326	439	–		–	1,826	3,766
5,571	28,755	771	86		639	6,132	109,364
19,135	6,246	337	2	550	247	48,123	89,261
24,706	35,001	1,108	88	550	886	54,255	198,625
1,066	2,886	51	–	–	–	465	9,582
302	159						2,757
284	1,827	82	2	–	20	464	8,890
2,621	827	102	2	–	247	6,424	11,757
973	378	4	–	331	–	1,505	3,677

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- *Universalizing education: linking formal and non-formal programmes; report. 1979.*
- *Universalizing education: strategies for development and use of instructional materials; report. 1979.*
- *Universalizing education: selected innovative experiences: new techniques for preparing educational personnel. 1980.*
- *New personnel profiles in relation to changes in society and educational systems. 1980.*

  In-service teacher education: developing innovatory strategies and instructional materials; report. 1980.
- *Designing instructional materials for general education and teacher training: a portfolio of experiences in Asia and Oceania. 1980.*
- *Preparing educational personnel: training methodologies based on locally available learning resources; report. 1980.*

  Linking science education in real-life; curriculum design, development and implementation; report. 1980.

  Towards better health and nutrition; report. 1981.

  Social changes and new profiles of educational personnel; national studies: India, Nepal, Philippines, Republic of Korea. 1981.

  Report of the study group meeting on evaluation and development of innovative methods of teaching with reference to problems of multiple classes and disadvantaged groups. 1981.

  Integrating subject areas in primary education curriculum—a joint innovative project; report. 1982.

  Distance learning for teacher education; report. 1982 (3 vols.)

  Multiple class teaching and education of disadvantaged groups; national studies: India, Sri Lanka, Philippines, Republic of Korea. 1982.

  Learning needs and problems in primary education; report. 1983 (2 vols).

  Training of educational personnel for integrated curriculum; report. 1984.

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* Out of stock.

The Asian Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 24 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Socialist Republic of Viet Nam, Sri Lanka, Thailand and Turkey.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The eight programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological competence and creativity;
3. Education and work;
4. Education and rural development;
5. Education and urban development;
6. Educational technology with stress on mass media and low-cost instructional materials;
7. Professional support services and training of educational personnel;
8. Co-operative studies, reflections and research related to educational development and future orientations.